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enough to produce that open quality which characterizes the French nasal vowels. The correctness of this explanation (which is not new) has recently been proved by Mr. Weeks, of the University of Michigan, who has invented an instrument for measuring the movements of the soft palate.

The discussion was continued by Professors A. M. Elliott, and E. H. Magill.

MORNING SESSION (Thursday, December 28).

The President called the Association to order at 10 o'clock.

7. "*King Lear*: a Study in Shakespeare's method of Dramatic Construction." By Professor Thomas R. Price, of Columbia College.

Remarks upon this paper were made by Professors H. E. Greene, and E. H. Magill.

8. "Anglo-Saxon Dægmæl." By Dr. Frederick Tupper, Jr., of Wells College.

This paper was discussed by the President of the Association, Professor F. A. March.

9. "A Study of the Religious and Political Significance of Langland's *Piers the Plowman*." By Miss Elizabeth Deering Hanscom, of Yale University. [Read by title.]

AFTERNOON SESSION.

The Association convened at 3 o'clock.

10. "The Life and Works of Charles Sealsfield (Carl Postl)." By Dr. A. B. Faust, of Johns Hopkins University.

Professor M. D. Learned :

This study of Charles Sealsfield by Dr. Faust is one of a series of similar studies now going on. I think the impression has been abroad among

English-speaking people that the German influence in the beginning of American literature was inconsiderable. Such studies as these are intended to bring out the facts in the case. What the results will be we can predict from the study just presented to us. Sealsfield is interesting to American students of German literature, because he is one of the pioneers.

I suggested to Dr. Faust that it was possible that Sealsfield's leaving the cloister was due in large part to the new revolutionary ideas, and I am inclined to think that suggestion is valid. I believe that Charles Sealsfield belongs in the front rank of those who came through that revolution to America. There are other points that might be brought up to substantiate this theory, but it is a problem for Dr. Faust rather than for me to work out.

Sealsfield is important as the forerunner of Follen and Lieber, and of Duden, and those who came over in the thirties and founded settlements in the West. We are generally led to suppose, by works on the great influx of Germans about 1830, that Duden was the one who stirred up Germany to a new interest in America. I believe that this book, *Die vereinigten Staaten von Nord-Amerika*, of Sealsfield's, when it is finally traced out in its influence can be shown to be the forerunner of Duden's book. Sealsfield's book appeared in 1827. Duden's work appeared in Germany in 1831. Here we have an ample lee-way of time for the influence of Sealsfield's book to have reached Duden, who was awake and alert and evidently knew that book. If this is correct we have another connection in the development or in the history of German influence in this country.

These things are cited to show the value of the study of an author like Sealsfield. I remember reading Sealsfield's *Nord-America* as the work of Charles Siddons, long before I had any idea that the author was the German Sealsfield.

Many of the points brought out in this paper are exceedingly important. The origin of the name Sealsfield, and the connection of Sealsfield's western and southern adventures are clearly presented. It is unfortunate we cannot locate him more definitely in New York. It is possible Dr. Faust may yet be able to do something in that way. But the value of this work, this early work of Sealsfield, cannot readily be over-estimated in tracing the history of German thought in America during the third and fourth decades of the present century.

Now in regard to two or three other matters. One is the types of character which Sealsfield has given us. The squatter well deserves a place beside Cooper's *Leatherstocking*. I am inclined to think that a further study will reveal a closer connection between the two than that intimated by Dr. Faust. Study in this direction is certainly worthy of consideration.

An investigation of Kürenberger's *Der Amerikamüde* and the relation of his account of America to that of Duden and Sealsfield is at present in progress, so that I need only to say that in the course of a short time a complete study of that subject will be presented; and we shall have, I hope, another link in the chain.

PEDAGOGICAL SECTION.

Professor Charles Harris, President of the Pedagogical Section of the Association, was called to the chair.

11. Discussion of "A New Method of Language Teaching" (William Victor, *Educational Review* for November, 1893).

(a) This discussion was opened by Dr. A. Rambeau, of Johns Hopkins University, with a paper on "The Value of Phonetics in Teaching Modern Languages." After reading his paper, Dr. Rambeau illustrated his own method of teaching the French sounds.

The discussion was continued by Professors A. N. van Daell, E. H. Magill, A. Cohn, L. E. Menger, A. B. Lyman and E. H. Babbitt.

(b) Dr. Starr W. Cutting, of the University of Chicago, turned the discussion to another aspect of the question with a paper entitled, "Should the Elementary Study of Grammar be Chiefly Inductive?"

In common with most educators, I deem the power to read and to understand a foreign author, with the rapidity and accuracy we command in the case of one who appeals to us in our mother-tongue, as the ideal towards which all efforts at teaching the elements of foreign languages in this country should consciously tend. Intelligent reading, as distinguished from mere pronunciation on the one hand, and from transliteration into the student's vernacular on the other, is always the fruit of an effective introduction into the spirit of the language studied. This means among other things: (1) an ability to easily recognize and reproduce the sounds of the language as they occur in complete sentences; (2) an accurate knowledge and instinctive feeling for the correct use of the forms of language included under the term *inflection*; (3) similar knowledge and feeling for the correct application of the elementary principals of syntax; and (4) an extensive vocabulary of common words and idioms, learned like the corresponding elements of the student's vernacular in daily practice.

It is the purpose of this paper to show that in view of this analysis inductive study of grammar is preferable to a study of so-called systematic grammar in the initial steps of the work. We do not forget that beginners are primarily concerned with learning the foreign language, and can, there-